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Both qualitative and quantitative standards for programs, personnel, materials, facilities, and equipment, in K through 12 schools are presented. These standards have been designed to allow for advancement through various stages of development. A phase approach allows schools to determine the quality of the existing library program and then to define the direction of an improved, expanded program. Guidelines and quantitative standards for audio-visual materials are presented separately. A glossary of terms and bibliography of resource materials are included. (NI)

Standards for the Development of School Library Programs in California

• Presented by CASL & AVEAC •

STANDARDS FOR THE DEVELOPMENT

OF SCHOOL LIBRARY PROGRAMS

IN CALIFORNIA

Presented by the

California Association of School Librarians

and the

Audio-Visual Education Association of California

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FOREWORD

The need for standards relating to school library and audio-visual programs has long been recognized. This is a need which traditionally in this State has been met by standards developed and published by professional organizations.

In 1963, the Executive Board of the California Association of School Librarians appointed a committee to develop new standards for school library programs in California. The committee was instructed to revise and update the original California standards published in 1955. In this assignment, the committee was assisted by an advisory committee of representatives from other professional educational organizations and interested non-professional organizations.

The audio-visual standards were prepared with the assistance of the Audio-Visual Education Association of California. Thus, the Standards for the Development of School Library Programs represents the cooperative efforts of two professional associations aided by the representatives of many additional organizations, and the Bureau of Audio-Visual and School Library Education, State Department of Education.

No standards evolved at this time can be permanent; they can only serve as temporary guidelines for current budgets, and as possible foundations for future standards. The Standards Committees recommend, therefore, that machinery be established whereby periodic review and updating of these guidelines can be accomplished.

California Association
of School Librarians
Standards Committee

Warren B. Hicks

Warren B. Hicks
Chairman

Audio Visual Education
Association of California
Media Standards Committee

Leslie Nelson

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Chairman

ACKNOWLEDGMENT

In 1963, the Executive Board of the California Association of School Librarians appointed a committee to develop new standards for school library programs in California. The Standards Committee was assisted by an advisory committee of representatives from other professional educational organizations and interested non-professional organizations. The names of these representatives appear below. The significant contribution to the development of these standards made by this advisory committee is hereby acknowledged with appreciation. It must be emphasized that this listing of names and organizations is in no way to be assumed as an official endorsement.

The sections on audio-visual material and equipment and many definitions in the glossary were developed by a committee appointed by the Audio-Visual Education Association of California.

ADVISORY COMMITTEE OF COOPERATING ASSOCIATIONS

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Part I

School Library Standards

INTRODUCTION

The great expansion of knowledge demands that education keep pace with the times. This is reflected in the increased emphasis on educational programs which stress the opportunities for independent study and individual research. The changing purpose in education requires a broad source of knowledge dependent on a wide variety of materials. A superior school library is basic to this educational approach, since it is the one place within a school equipped to provide materials in all curriculum areas and to furnish facilities for their individual use.

Educators need to evaluate libraries at all grade levels in terms of the present program and the potential program. The purpose of standards is to provide guidelines for measuring the current status of library services and to establish plans for the future. This kind of evaluation is fundamental to long range development and the commitment to library programs concomitant with the instructional objectives of the school.

The standards have been specifically designed to allow for advancement through various stages of development. A Phase approach allows schools to determine the quality of the existing library program and then to define the direction of an improved and expanded program. Some schools may reach a high level of achievement quickly while others may need to progress at a slower rate. Any development, however, must first consist of long range planning based on the cooperative efforts of the administration, the staff, and the Governing Board. It should be designed to permit the growth of balanced programs from Phase I through Phase III. Schools already in Phase III are encouraged to improve and expand their programs through the use of new materials and techniques applicable to the uniqueness of their educational program.

Long term plans should recognize that an excellent library program will reflect continuity of growth in all areas: materials, personnel, facilities, and equipment. A sequential program of development will provide materials and services reinforced by the personnel and facilities to implement their use.

In the final analysis, teaching and learning resources are never static. The educational program continues to change, thus making it imperative for the library to meet the new demands inherent in this transition. The standards should serve as an instrument for continuous evaluation of the library program and its ability to meet the defined objectives.

Standards for the Development of School Library Programs of California presents qualitative and quantitative standards for programs, personnel, materials, facilities, and equipment for K through 12 schools.

BASIC PHILOSOPHY

Never before has the school library been so needed as it is today, with societal and educational changes constantly making new demands upon it, requiring an ever wider variety of teaching and learning resources. These resources can and should be provided by the school library as a constituent part of the total educational program at all grade levels. Specific needs and expectations necessarily vary with the type of educational institution of which the library is a part, but in all cases the school library should function as an essential component of the educational system.

To be successful, the school library must have the cooperative recognition, understanding, promotion, and support of all segments of the total instructional program. It is dependent upon the community and the Governing Board for active endorsement and financial support, upon librarians and other administrators for planning, developing, and implementing the library program, and upon teachers and students for understanding and using the library as an integral part of the curriculum. In return,

the school library should supply enterprising, realistic, and dynamic support for the total educational program.

The optimum school library can be developed only when the Governing Board, or whoever is responsible for establishing policy, defines the goals and aims of the educational community and understands the relationship of the library to those goals. The board is ultimately accountable for the success or failure of the educational program and, therefore, for the effectiveness of the library program. It is the obligation of the board to allocate the financial support necessary to carry out the library program.

The Superintendent understands the library program and its relationship to the educational goals of the district. He is responsible for implementing the library program in the areas of budget, policy, and personnel.

The Principal encourages wide and effective utilization of the library by teachers and pupils including scheduling the student so he has an opportunity to visit and use the library. He is aware of the objectives of the library program and interprets them to the faculty and to the community.

The Teacher knows the collection of materials, particularly in his subject area. He considers the library an extension of the classroom and an integral part of the instructional program.

The Librarian serves on the curriculum and instructional staff as a professional expert in the use of the library and as a resource person for materials in all media.

The Parent-Teacher Association and other community groups should support the library program and its objectives.

PROGRAM

As an integral part of the curriculum, the school library provides services to all students, faculty, and administrators in support and enrichment of the total instructional program. The library's program of services should be flexible to accommodate the needs of both individuals and groups. Therefore, its facilities are not scheduled for use as a study hall or for large group instruction except as these groups may be involved in activities requiring the use of library resources.

The school library program should progressively prepare the student to make lifelong use of libraries for his educational and personal enrichment. To accomplish this goal, librarians and teachers must work cooperatively.

The teacher's responsibility begins with his knowing and using the resources of the library. He makes assignments which require planned library use including sufficient time to allow the student to visit the library. He reinforces the teaching of library skills through appropriate follow-up activities.

The librarian's responsibility goes far beyond administration of library personnel, facilities, and materials. He provides leadership for organized, sequential instruction in library skills and research techniques; he is available to students, teachers, and administrators who are in need of individual assistance; he plans a collection which is responsive to the curricular needs of the school; he provides appropriate material lists and bibliographies for individual, classroom, or grade level use; he serves as co-planner in curriculum development; and he is aware of the need for sequence and articulation between instructional levels.

PERSONNEL

The library staff should consist of an adequate number of qualified librarians and classified personnel with sufficient time allowed to select and organize materials and to plan and implement an on-going program of services, resources, and instructional assistance. Librarians should not be regularly assigned other services or duties and should not perform any other function while on duty as a librarian. If the librarian is expected to work a longer school year than the regular teaching staff, there should be additional compensation at the regular contract salary rate.

Professional Staff

The size of the library staff should be directly related to the scope and depth of the educational program of the school. Competent, professional school librarians and other qualified media personnel, with faculty status, are important factors in providing good library service. The head librarian should be on the administrative staff. Librarians should be active members of the instructional staff with a thorough understanding of the curriculum and the educational goals of the institution which they serve; have a broad educational background, be professionally educated in librarianship, and be state certificated in school librarianship; implement innovations in the curriculum and the use of media, library management and techniques and work closely and cooperatively with students, faculty, and administrators.

Classified Staff

Classified personnel, which includes library clerks and technicians, should work cooperatively and effectively with all age groups in the institution. Specialized training for library routines and methods is important. The development of libraries as material resource centers requires personnel with special skills in such areas as technical processes, public services, production of materials, and maintenance of equipment. Library Technicians should have some undergraduate college training in the field in which they serve.

QUANTITATIVE STANDARDS

It is recommended that any district with more than one school employ a Director of Library Services and an adequate clerical staff. In small districts this person may carry the professional responsibility for all schools with additional professional and clerical personnel as the district increases in size.

Even the smallest schools should have the services of a school librarian at least once a week. When a district is too small to provide library personnel it should explore the possibility of cooperative employment with other districts and/or the county agency on a contractual basis.

LIBRARIANS

	Schools of 200 or more
Phase I	1 full time for 200-600 students 1 full time for each additional 600 students
Phase II	1 full time for 200-400 students 1 full time for each additional 400 students
Phase III	1 full time for 300 students 1 full time for each additional 300 students

When the enrollment of any school reaches 1200, additional personnel should be based upon the unique demands of the individual educational program.

LIBRARY TECHNICIANS

	Schools of 200 or more
Phase I	1 full time for 1000 students
Phase II	1 full time for 1000 students
Phase III	1 full time for 750 students

CLERKS

	Schools of 200 or more
Phase I	½ time or 1 full time when processing is not centralized
Phase II	1 full time for every 600 students or 2 full time when processing is not centralized
Phase III	1 full time for every 500 students or 2 full time when processing is not centralized

MATERIALS

The current explosion of knowledge and the technological developments in methods of communication emphasize the fact that it is no longer realistic to think of teaching and learning materials in terms of the printed word only. The materials collection should encompass all media pertinent to the subject areas and educational levels served.

It is essential that there be an official, board-approved materials selection policy. Library and other instructional staff members should cooperate in the evaluation and selection of materials to be added to the collection. Materials in all media should not only enrich and support the curriculum but also provide students with a background to meet and broaden their own interests and abilities. The content of the curriculum, the size of the school population, and the age, abilities, and interests of the students must be considered in the evaluation and selection of materials.

A properly selected materials collection, adequate in quantity and quality, enables the student to make intelligent judgments and stimulates growth in aesthetic values, appreciation, ethics, and factual knowledge. The library of each educational institution, through books, films, recordings, and other aids, should go beyond the requirements of the instructional program and make available to the student the imagination and heritage of mankind.

QUANTITATIVE STANDARDS

Every school should start with a basic materials collection. The growth of this collection is based on the educational program and the enrollment. All students are entitled to an equal educational opportunity regardless of the size of the school.

Small schools should follow the same basic pattern of growth recommended for larger schools.

BOOKS

SCHOOLS OF 200 OR LESS		BOOK COLLECTION
Phase I	Basic Collection	2,000 Titles
	Growth to	3,000 Titles
Phase II	Basic Collection	3,000 Titles
	Growth to	4,000 Titles
Phase III	Basic Collection	4,000 Titles
	Growth to	6,000 Titles or more

SCHOOLS OF 200 OR MORE		BOOK COLLECTION
Phase I	Basic Collection	4,000 Titles
	Growth to	5,000 Books or 10 books per pupil whichever is greater
Phase II	Basic Collection	5,000 Titles
	Growth to	6,000 Books or 15 books per pupil whichever is greater
Phase III	Basic Collection	6,000 Titles
	Growth to	10,000 Books or 20 books or more per pupil whichever is greater

PERIODICAL TITLES

Phase I	Elementary	10- 14
	Jr. High	50- 74
	K - 8	60- 79
	Sr. High	75-124
Phase II	Elementary	15- 24
	Jr. High	75- 99
	K - 8	80-109
	Sr. High	125-149
Phase III	Elementary	25)
	Jr. High	100)
	K - 8	110) or more
	Sr. High	150)

NEWSPAPERS

Phase I	3
Phase II	4
Phase III	6 or more

PAMPHLETS

Provide an extensive collection covering a wide range of subjects which meets the needs of the particular school and is kept current by constant weeding.

MICROFILM

Microfilm is an excellent method of periodical back file storage and a method of preserving valuable source material. Quantitative standards for the size of the microfilm collection cannot be formulated precisely. However, the collection should be extensive enough to meet the reference and research needs of students and faculty.

AUDIO-VISUAL MATERIALS

The widening range of individual differences and backgrounds among today's students makes it imperative for schools to provide a diversity of learning materials for classroom, library, and individual use. It is the responsibility of the school library to provide all types of materials in the library collection. Quantitative standards for audio-visual materials are to be found in Part II. A list of suggested audio-visual equipment for use in a school library will be found on page 17.

FACULTY COLLECTIONS

The depth and scope of the faculty collection is dependent upon the size of the faculty and the availability of other collections of professional materials in the district and the community

Phase I	200-600 Book titles 10-29 Magazine titles
Phase II	600-1000 Book titles 30-49 Magazine titles
Phase III	1000 Book titles or more 50 Magazine titles or more

FACILITIES

Library facilities should provide a pleasant environment appropriate to and consistent with the needs of the total educational program. Since the quality of the physical facilities affects the type of library service given and the role of the library as a teaching instrument, it is essential that the facilities be carefully planned and

well designed to provide for changes in enrollment, in educational programs, in teaching methods, and in communications technology. Good library facilities allowing for adaptation, experimentation, and efficiency require the cooperative planning of the library staff, the Governing Board, the architects, and the administration. The effect of good cooperative planning enables the library to fulfill its important role in the school.

The library program is basic to planning appropriate facilities. Among the factors which must be considered are:

1. Gearing the modern library to the independent study concept of learning.
2. Locating the library in an area which is accessible in off-school hours as well as during the school day.
3. Insuring that librarians are the most accessible people in the library.
4. Channeling traffic from the entrance to resource keys, to materials, and then to the materials use area.
5. Arranging the floor plan to permit students to move about without disturbing others.
6. Controlling the environment completely with special consideration to the best use of natural light, acoustical treatment, and aesthetic surroundings.
7. Providing for flexibility.

QUANTITATIVE STANDARDS

STUDENT SEATING

PHASE I

Schools with an enrollment of less than 500 pupils should have minimum seating for 50. Larger schools should have seating for 10% of the enrollment, preferably with no more than 100 students seated in any one area.

PHASE II

Schools with an enrollment of less than 500 should have minimum seating for 80. Schools with 500 pupils or more should have seating for 20% of the enrollment preferably with no more than 100 students seated in any one area.

PHASE III

Schools with an enrollment of less than 500 should have minimum seating for 100. Schools with 500 pupils or more should have seating for 25% or more of the enrollment, preferably with no more than 100 students seated in any one area.

SPACE

PHASE I

Space allotments for the following functions should be based on the needs and programs of the individual school. It is recommended however, that the reading area be no less than 30 square feet per reader station. All other areas will require additional space.

1. Reading Room—Carrels, tables, chairs
2. Circulation—Desk and other check-out and check-in stations
3. Resource Keys—Catalogs, tables and chairs for indexes, bibliographies
4. Informal Reading—Lounge furniture
5. Listening and viewing—Carrels, tables, chairs
6. Microfilm viewing—Tables and chairs
7. Conference Room—Tables and chairs
8. Work Room and Office—Tables, chairs, desk, counter, shelving, etc.
9. Materials and Equipment Storage—Shelving and storing
10. Rest Room facilities for staff and students (depending on accessibility in relation to rest of school plant)
11. Miscellaneous—hot water, drinking fountain, etc.

PHASE II

Same as Phase I plus:

1. Expanded listening and viewing areas
2. Typing room
3. Additional conference rooms
4. Classroom

PHASE III

Same as Phase II plus:

1. Faculty library
2. Media production room
3. Preview room

ENVIRONMENT

PHASE I

1. Lighting, heating, air conditioning, and ventilating in sufficient degree to meet current standards.
2. Carpeting and/or acoustical treatments.
3. Furnishings selected on the basis of texture, form, color, size, and overall suitability.

PHASE II

Same as Phase I.

PHASE III

Same as Phase I.

EQUIPMENT

PHASE I

1. Shelving to accommodate all kinds of media in the collection and to allow for growth
2. Circulation desk
3. Card catalog
4. Pamphlet files
5. Book trucks
6. Bulletin boards
7. Audio-visual equipment as needed to carry out the program. See Audio-Visual Equipment, Page 17 and Part III.
8. Appropriate library furniture scaled to size of users (carrels, tables, chairs, dictionary stands, atlas stands, etc.)
9. Appropriate office equipment (typewriter, addding machine, files, desk, posture chair)

PHASE II

Same as Phase I plus:

1. Electric charging machine
2. Additional equipment as listed in Phase I to accommodate growth of collection and program.
3. Typewriters for student use

PHASE III

Same as Phase II plus:

1. Photo-copy equipment for student use
2. Additional equipment as listed in Phase I and Phase II to accommodate growth.
3. Duplication of audio-visual equipment as needed to carry out the program.

BUDGET

Quality and quantity in the library program are dependent upon a sound budgetary policy which recognizes the importance of the educational involvement of the library

program and underwrites it with the funds necessary to implement it. Changes in the cost levels of materials, equipment, and personnel necessitate periodic revision of allocations to these items to insure that a balance is maintained between personnel and tasks required by the program. Specific provision should be made for cataloging, processing, and maintaining materials and equipment.

When opening a new school, financing is necessary at least one year prior to opening in order to have a functioning library program. This is to allow for a librarian and staff to plan the library and carry out the selection, purchasing, and preparation of materials.

QUANTITATIVE STANDARDS FOR OTHER TYPES OF LIBRARY SERVICE

In developing the standards it was found that there were special areas which, because of unique functions, would not fit within the general quantitative standards. Therefore, separate quantitative standards have been included for the following areas:

1. Central District Services
2. County School Library Services
3. Curriculum Libraries.

CENTRAL DISTRICT SERVICES

Supervision, coordination, and development of the library program at the district level should be provided. As unification increases the size of California school districts, this leadership will become increasingly important. Supervision and coordination should include definition and structure of program; selection, training, and direction of staff; leadership in materials selection; and the technical services of ordering, receiving, cataloging, and processing materials. Any school district with more than one attendance center should have central technical services.

PERSONNEL

PHASE I

Professional: One Director with professional training and experience in the administration of school library programs.

Clerical: 1 secretary plus 1 clerk

PHASE II

Same as Phase I plus the following:

Professional:
- 1 Assistant for each 5 secondary schools
- 1 Assistant for each 15 elementary schools
- 1 Assistant for technical services

Clerical:
- 1 Clerk for each 2 secondary schools
- 1 Clerk for each 3 elementary schools
- 1 Clerk for the full year prior to the opening of a new school
- 1 Technician for audio-visual equipment

PHASE III

Same as Phase II plus the following:

Professional: Specialists in such areas as elementary curriculum materials, secondary materials, telecommunications, information retrieval, data processing, State and Federal programs.

Clerical: 1 secretary-clerk for each specialist

FACILITIES

PHASE I

Professional and Curiculum Library
Conference area
Textbook storage area
Receiving and Distribution area
Processing and other technical services area
Director's area

PHASE II

Same as Phase I plus the following:

Previewing area for audio-visual materials
Processing and storage area for audio-visual materials and equipment
Office for Assistant Directors

PHASE III

Same as Phase I plus the following:

Space and equipment for data processing
Space and equipment for instructional television
Space and equipment for information retrieval
Offices for each Specialist

COUNTY SCHOOL LIBRARY SERVICES

COORDINATION SERVICES

In view of the transition toward new coordinative type services, it is impossible to accurately describe the emerging areas of service through the intermediate unit. As this transition occurs, the requirements for both professional and clerical staffs will change.

These services might include centralized evaluation, centralized acquisition, centralized processing, in-service education for adminstrators and teachers, and regional cooperation.

DIRECT SERVICES

PERSONNEL

PHASE I

Professional:	1 librarian for 1 - 5,999 A.D.A. 2 librarians for 6,000 - 9,999 A.D.A.
Clerical:	3 clerks (Basic to start with) 3 to 5 clerks (Based on 1 clerk per 2,000 A.D.A. after 3 basic clerks assured regardless of A.D.A.) 1 Secretary

PHASE II

Professional:	3 librarians for 10,000 - 14,999 A.D.A. 4 librarians for 15,000 - 19,999 A.D.A.
Clerical:	6 to 10 clerks (Based on 1 clerk per 2,000 A.D.A.)

PHASE III

Professional:	1 librarian additional for every 5,000 A.D.A. beyond Phase II
Clerical:	11 or more clerks (Based on 1 clerk per 2,000 A.D.A.

MATERIALS

(Magazines, newspapers, pamphlets, and reference material may be provided by school districts.)

PHASE I

Books	10 library books per A.D.A. (Exclusive of supplementary texts) not less than 30,000

PHASE II

Books	15 library books per A.D.A. (Exclusive of supplementary texts) but not less than 40,000

PHASE III

Books	20 library books per A.D.A. (Exclusive of supplementary texts) but not less than 50,000

FACILITIES

PHASE I

Conference room area
Work production area
Office area
Adequate storage area with sufficient allowance for change

PHASE II

Same as Phase I

PHASE III

Same as Phase I

Standards for county curriculum library services:
See Curriculum Library Standards

CURRICULUM LIBRARIES

The curriculum library collection of professional material for pre-service or in-service education may be located at several levels: at the district instructional material center; at a county or regional center; or at a teacher training institution.

PERSONNEL

PHASE I

Professional: 1 librarian (up to 2,500 potential users*)
Clerical: 1 clerk

*Potential users may be pre-service teachers, in-service teachers, administrators, supervisors, or professors

PHASE II

Professional: 2 librarians (2,500 - 5,000 potential users)
Clerical: 2 clerks*
1 Secretary

*This number should be doubled if the library facilities remain open for a longer day and on Saturdays and Sundays.

PHASE III

Professional: Librarian—1 additional librarian for each 2,500 potential users beyond Phase II.
Clerical: Clerks—2 additional clerks for each 2,500 potential users beyond Phase II.

MATERIALS

PHASE I

Books	Basic collection of 10,000 books, including: textbooks, juveniles, and professional books.
Pamphlets	A selective sampling
Periodicals	100 titles
Curriculum Guides	1. Complete collection of locally produced guides. 2. Supplemented by an extensive collection covering a wide range of subjects to meet the needs of the potential users.
Other Instructional Materials	A selective sampling

	PHASE II
Books	Basic collection of 15,000 books, including: Textbooks, juveniles, and professional books.
All Other Materials	Same as Phase I

	PHASE III
Books	Basic collection of 20,000 books, including: Textbooks, juveniles, and professional books.
Pamphlets	Same as Phase I
Periodicals	400 titles
Curriculum Guides	Same as Phase I
Instructional Aids	Same as Phase I

FACILITIES

PHASE I

Reading room area
Listening and viewing area
Conference room area
Work production area
Office area

Adequate area for shelving entire collection; storage area for work materials, with sufficient allowance for growth.

PHASE II

Same as Phase I

PHASE III

Same as Phase I

EQUIPMENT

PHASE I

All of the equipment necessary for a well organized library; including mechanical equipment for listening, viewing, and duplicating.

PHASE II

Same as Phase I.

PHASE III

Same as Phase I.

Part II

Guide Lines

For Audio-Visual Materials

In Elementary

And Secondary Schools

INTRODUCTION

This is an age of change. Both professional educators and students face increasingly complex tasks. Never has it been more important to choose wisely what is worthwhile to be learned. Never has there been such a massive accumulation of knowledge from which the essential must be identified. Never has the need for continued learning been so demanded.

The compelling need to meet the technical demands of our society and the more difficult responsibility to help people develop the skills, attitudes, values, and behaviors necessary for enlightened, creative, purposeful, responsible living, leaves no room for casual use of the communication media.

The best hope we have for meeting the great challenge to American education lies in creative teaching and creative use of all communication media at our command.

Lack of state-wide standards and rationale in California has long been recognized as a major deterrent to an adequate supply of equipment and materials and an understanding of their contributions to learning. Numerous efforts have been made by professional organizations to establish standards. These have been helpful but incomplete, and there has been a continued demand from several sources for state-wide standards

The guidelines herewith presented are the result of the work of committees appointed by the California Association of School Librarians, the Audio-Visual Education Association of California and the Bureau of Audio-Visual and School Library Education of the California State Department of Education. These groups have recognized the previous work of other California professional organizations and committees and incorporated many of their contributions. The committees have also drawn upon resources of the Division of Audio-Visual Instruction of the National Education Association, and of other State standards acknowledged in the bibliography.

QUANTITATIVE STANDARDS

BASIC PHILOSOPHY

All learning materials must be geared to student needs.

The widening range of individual differences and backgrounds among today's students makes it imperative for schools to provide a diversity of learning materials for classroom, library, and individual use.

Maximum educational value from media of all kinds can best be achieved when certain basic principles are followed:

1. Teachers should be involved in the evaluation and selection of materials to be purchased.
2. Teachers must know what materials are available, as well as how and where they can be obtained, and how to use them effectively.
3. Educational equipment and materials should be located as close to the student and teacher as is economically feasible.
4. Materials and equipment should be available at the time when they can be used most effectively.
5. Mechanics of circulation of materials should be as simple and fast as possible.
6. Materials should be specifically related to curriculum needs and plans.
7. Each medium has its own unique strengths and limitations. Effective utilization techniques are essential.
8. All materials should be current, accurate, authentic, and maintained in good physical condition.
9. Teachers and students in small districts and remote areas need materials, equipment, and facilities just as much as those in large school districts.

FILMSTRIPS

Phase I	Phase II
1 filmstrip for every two (2) students enrolled, with a minimum collection of 300 titles, in each school library.	1½ filmstrips for every two (2) students enrolled, with a minimum collection of 500 titles, in each school library.

Because filmstrips provide illustrative material closely associated with specific topics of the curriculum, they need to be available at the strategic moment when their contribution will be the greatest. This can be accomplished because it is economically feasible to locate filmstrips in the individual schools where they are to be used. Responsibility for inventory, storage, maintenance and distribution for the total filmstrip collection should reside with the school library.

In addition to the filmstrips housed at each school, an extensive collection should be available in district and/or county centers.

The quantities listed above are important for the following reasons.

1. A minimum number of titles is needed to cover the basic subject areas of the curriculum.
2. Filmstrips lend themselves to small-group and individualized study.
3. Problems of storage and maintenance are easily solved.
4. Filmstrips are easily combined with other media to increase total effectiveness.
5. Equipment involved is relatively inexpensive.
6. The flexibility of filmstrips makes them adaptable to many kinds of learning situations.
7. A wide variety of titles is currently being published.

2x2 SLIDES

Even though no quantities are listed, the use of 2x2 slides is encouraged. They are essential when flexibility of sequence is required.

In addition to commercial material, locally produced 2x2 slides constitute a major teaching resource.

Individual teacher collections as well as school and district collections are both feasible and desirable. Materials and equipment for those purposes should be made available.

TRANSPARENCIES

1. **Commercial Transparencies**

Phase I	Phase II
12 per teaching station plus minimum collection of 300 in each school library.	30 per teaching station plus minimum collection of 500 in each school library.

2. **Locally Made Transparencies**

Phase I	Phase II
a. 50 Masters in the school library b. Supplies	a. 150 Masters in the school library b. Supplies

Commercially prepared transparencies and masters for transparencies are becoming increasingly available in many subject areas.

Collections of commercial tranparencies and transparency masters should be established in each school library.

Equipment and related supplies for making transparencies should be readily available.

District or county centers should have facilities for producing transparencies of quality and/or quantity which are too complex for local school production.

A more extensive collection of transparencies and transparency masters should be available at the district, county, or regional center.

RECORDINGS

Phase I	Phase II
3 discs, albums or tapes per teaching station plus a minimum general collection of 100 discs, albums or tapes, plus foreign language, music, and other special collections in each school library.	5 discs, albums or tapes per teaching station plus a minimum general collection of 200 discs, albums or tapes, plus foreign language, music, and other special collections in each school library.

Recordings which encompass nearly all grade levels and subject areas of the school are available.

Both disc and tape recordings are needed because of their unique characteristics.

Increased use of viewing and listening centers may require an expansion of the basic collection listed above.

VIDEO TAPE RECORDINGS

No numerical standards have been established.

As increased numbers of video tape recordings become available, standards will need to be established.

Extensive experimentation now underway indicates many practical uses will be developed.

STUDY PRINTS AND ART REPRODUCTIONS

Phase I	Phase II
Five (5) sets per teaching station plus a basic collection of twenty-five (25) sets in each school library.	Fifteen (15) sets per teaching station plus a basic collection of fifty (50) sets in each school library.

The above does not include each teacher's own picture file.

There should also be an extensive collection of study prints housed in a district or county center, but available for teachers' use.

1. Study prints are valuable for detailing individualized learning or research as well as classroom environment.
2. The quantities listed above include art reproductions for general classroom use. Additional art prints are necessary to implement the art program in a school.
3. Adequate storage facilities should be provided for varying sizes and kinds of prints.
4. Provision should be made to supplement and combine study prints with other media.

PROGRAMMED MATERIALS

Although no numerical standards have yet been established, utilization of programmed materials to achieve educational objectives is rapidly increasing.

These materials exist in many formats and can be used with or without teaching machines. They vary in complexity from printed programs to computerized courses. The format of the programmed materials dictates the facilities required.

An assortment of programmed materials should be provided by the school library for use in individual or small group learning.

The number and kinds of programs to be found in the school library is dependent upon a number of factors including:

1. Availability of appropriate programs.
2. Degree to which instruction is individualized.
3. Current technological development.

MODELS, MOCK-UPS AND REALIA

Although no numerical standards have been established, models, mock-ups and realia have a place in all departments, grade levels, and subject areas of the curriculum. The tremendous variations among types, formats and sizes of these media make it impractical to establish uniform quantitative standards.

Each teacher should have access to models, mock-ups and realia at a time when their use is most advantageous to the learning process.

These items are important in independent study and should be available to the student in the classroom, department, school library or from a district, county or regional center.

Some of the factors to be considered in locating these materials include size, cost, frequency of use, difficulty of storage, unique uses, and maintenance.

MULTI-MEDIA KITS

Commercially prepared multi-media kits are still in the developmental stage and are limited in availability at this time. No numerical standards have been established.

Kits are often assembled by district, county, or regional centers to meet specialized curriculum needs.

MAPS AND GLOBES

ELEMENTARY SCHOOLS AND SOCIAL SCIENCE DEPARTMENTS OF SECONDARY AND DEPARTMENTALIZED SCHOOLS

	Phase I	Phase II
Maps:	4 maps per teaching station plus 10 special maps available in the school library collection exclusive of the usual maps normally kept in a vertical file.	8 maps per teaching station plus 20 special maps available in the school library.
Globes:	1 globe per teaching station and at least one globe for use in the school library.	1 globe per teaching station and at least 5 globes for use in the school library.

Not all departments in secondary schools or departmentalized schools will use maps. However, maps should be available in every classroom where they contribute to the learning process.

The quantities listed above do not include projected materials such as transparencies or 2x2 slides.

8mm FILM

Phase I	Phase II
2 loop (cartridge) films for each teaching station plus 25 in the library collection.	Loop cartridge film has distinct advantages for individual or small group study where motion is a factor in the learning. Simplicity of equipment and operation are additional factors to be considered. Quantitative standards for the size of 8mm film collection cannot be formulated precisely. However the collection should be extensive enough to meet the reference and research needs of students and faculty.

New developments, such as super 8, optical sound and standardization may result in significant increase in utilization of 8mm film.

16mm FILM

Phase I 700 titles	Phase II 1400 titles
and the film library should provide a circulation capacity for thirty (30) film bookings per teaching station per year. This would provide an average of approximately one (1) film per teaching station per week.	and the film library should provide forty-five (45) film bookings per teaching station per year. This would provide an average of approximately one and one-half (1½) films per teaching station per week.

RATIONALE FOR 16mm MOTION PICTURES

1. Film service should be available to all schools, regardless of size, either by rental district collection, school collection, or a combination of these.
   Because of expense and maintenance problems, film service to schools can best be provided in the following ways:
   a. In large districts, films might be entirely owned by the district.
   b. In intermediate districts, some films might be rented or obtained from a film center and other films might be owned by the district.
   c. In small districts, films might be rented or provided through a county center or other film library.
2. The number of duplicate titles needed may be determined in one or more of the following ways:
   a. Number of circulations (bookings): for example, when a film reaches fifteen (15) bookings per year, a duplicate of this title should be obtained.
   b. Number of unfilled requests: for example, five (5) unfilled requests for a title would indicate a duplicate should be provided.
   c. When establishing new film libraries, school enrollment should be used to decide how many duplicate titles are necessary. Current practice indicates that seventy (70) or more duplicate copies per 1000 students in addition to the maximum basic collection are needed.

OTHER MATERIALS

These guidelines do not include statements about other important materials. They are so individualistic and varied in application that quantitative standards cannot be established. However, they must be considered in any well-planned program. Examples of such items include: charts, posters, dioramas, games, felt boards, electric boards, peg boards, hook and loop boards, manipulative devices, guides to community resources, print-outs, etc.

AUDIO VISUAL EQUIPMENT FOR USE IN A SCHOOL LIBRARY

Equipment must be defined in terms of the functions it serves. Before quantitative or qualitative standards can be suggested certain decisions must be made.

Among the questions that must be answered are: (not arranged in rank order)

a. At what general age level will individualized use of the media found in the library be encouraged?
b. To what extent will individual, small group, or class size group use of materials be encouraged?
c. Will audio programs be distributed from a central point or will equipment be provided to individuals?
d. What equipment will be allowed to circulate (to homes, etc)?
e. Will an open shelf policy with regard to material be followed?
f. What types of listening and viewing centers will be provided?
g. Will rear screen or front projection be used? In what combination?

Equipment in some form should be provided to permit the following functions within the library at all hours it is open:

1. Filmstrip projection and/or individual viewing.
2. 2x2 slide projection and/or individual viewing.
3. 8mm cartridge motion picture projection.
4. 8mm non-cartridge motion picture projection.
5. 16mm motion picture projection.
6. Transparency viewing or projection.
7. Reception of tape recorded material.
8. Reception of disk recorded material.
9. Reception of radio programs (AM & FM)
10. Reception of TV programs (broadcast, and/or closed-circuit, and/or video tape)
11. Microfilm readers.
12. Material for local production. (See items 22 and 24 of equipment standards.)

Size of school, level of school, available finances, scope of program, and the like will all influence both quantity and quality of equipment to be purchased.

Part III

Quantitative Standards For Audio-Visual Equipment For Elementary And Secondary Schools

QUANTITATIVE STANDARDS FOR AUDIO-VISUAL EQUIPMENT

BASIC ASSUMPTIONS

Any suggested set of standards must have certain underlying basic assumptions. The following important assumptions make these standards more logical and reasonable.

1. All classroom teaching stations and other instructional areas will be darkened for all types of projection.
2. Some person will be adequately trained and informed concerning the function, usage, and availability of materials for the various equipment. Such person will be in the school or available to the school.
3. Some person will be responsible for the flow of materials within, or in and out of the school, or both.
4. Each school will provide strategically located storage facilities for equipment.
5. Some person will be responsible for the orderly storage and usage of equipment at the school.
6. Some plan for maintenance of equipment, and the obtaining of supplies and materials for the equipment will be provided.
7. A replacement policy will be in effect which is logical in terms of obsolescence, maintenance costs and technological improvements. Replacement periods no longer than those for trucks, typewriters and refrigerators and other equipment are reasonable.

EQUIPMENT	ELEMENTARY SCHOOLS (K-6)		SECONDARY SCHOOLS (Jr. & Senior High Schools)	
	PHASE I	PHASE II	PHASE I	PHASE II
1. CLASSROOM DARKENING	All classrooms should have provisions for light control.			
2. 16mm SOUND MOTION PICTURE PROJECTORS WITH MOBILE STANDS AND REELS (400', 800', 1200', 1600')	1 per 6 teaching stations	1 per 4 teaching stations	1 per 5 teaching stations	1 per 4 teaching stations
	With special provision made for additional projectors for each separate teaching area and multi-level building.		Plus additional projectors for special situations (e.g., film courses, team teaching rooms, multi-level buildings, separate buildings, etc.).	
3. 8 MM PROJECTORS	A. 1 cartridge-type projector per 10 teaching stations and B. 1 non-cartridge-type projector per school.	1 cartridge-type projector per 5 teaching stations and 1 non-cartridge-type projector per 5 teaching stations.	1 cartridge-type projector per 10 teaching stations and 1 non-cartridge-type projector per school.	1 cartridge-type projector per 5 teaching stations and 1 non-cartridge-type projector per 5 teaching stations.
	Significant changes are occurring in the 8mm field. Because of the new contributions made by this medium, quantitative standards may need to be increased to meet local needs.			

EQUIPMENT	ELEMENTARY SCHOOLS (K-6)		SECONDARY SCHOOLS (Jr. & Senior High Schools)	
	PHASE I	PHASE II	PHASE I	PHASE II
4. COMBINATION FILMSTRIP AND 2x2 SLIDE PROJECTORS	1 per 4 teaching stations	1 per 3 teaching stations	1 per 4 teaching stations	1 per 3 teaching stations
	With special provision made for separate teaching areas and multi-level buildings.		With special provisions made for separate teaching areas with multi-level buildings.	
5. SOUND FILMSTRIP EQUIPMENT	1 automatic sound filmstrip projector per school	1 automatic sound filmstrip projector per 10 teaching stations	2 automatic sound filmstrip projectors per school	1 automatic sound filmstrip projector per 8 teaching stations
	In addition to the above, sound filmstrips can also be used with other filmstrip projectors and record players.			
6. INDIVIDUAL AND SMALL GROUP FILMSTRIP PROJECTORS	1 per teaching station	5 per teaching station	1 per teaching station	5 per teaching station
	And additional projectors for special instructional purposes for individual or small groups in classrooms and in the school library.			
	Because of eyestrain factors, low cost filmstrip projectors are recommended in preference to individual viewers.			
7. 2x2 SLIDE PROJECTORS	1 automatic 2x2 slide projector per school	1 automatic 2x2 slide projector per 10 teaching stations	2 automatic slide projectors per school	1 automatic slide projector per 8 teaching stations
	In addition to the above, slides can be used with combination filmstrip and 2x2 slide projectors.			
8. OVERHEAD PROJECTORS WITH MOBILE STANDS	a. 1 per 3 teaching stations b. 1 auditorium-type for large groups per school	1 per teaching station 2 auditorium-type for large groups per school	a. 1 per 3 teaching stations b. 1 auditorium-type for large groups per school	1 per teaching station 1 auditorium-type per each large group teaching station
9. OPAQUE PROJECTORS	1 per school	1 per floor level of multi-level building	1 per school	1 per floor level of multi-level building

EQUIPMENT	ELEMENTARY SCHOOLS (K-6)		SECONDARY SCHOOLS (Jr. & Senior High Schools)	
	PHASE I	PHASE II	PHASE I	PHASE II
10. SCREENS				
a. Classroom Wall Type	All classrooms Minimum size 70"x70" with metal rollers, mounted to eliminate keystone effect.	All classrooms	1 per instructional area. Minimum size 70"x70" with metal roller. Mounted to eliminate keystone effect.	
b. Portable with tripod	1 per school	2 per school 70"x70" with metal roller	2 per school	3 per school
c. Auditorium type	1 per area. Size to be determined by seating area and type of projection.	1 per area.	1 per area. Motor driven is desirable. Size to be determined by seating area and type of projection.	1 per area.
11. RECORD PLAYERS				
a. 4 speeds, with output jack for headphones.	Grades K-3: 1 per teaching station Grades 4-6: 1 per grade level	1 per teaching station	1 per 8 teaching stations	1 per 4 teaching stations
b. Record player with external speaker and microphone input. Suitable for portable P.A. (suggested 20 watts minimum and with appropriate stand and mike)	1 per school	3 per school	1 per school (In addition to those used for special instructional purposes, e.g. Physical Education)	3 per school
12. TAPE RECORDERS				
2 speed, dual track, with output jack for headphones.				
a. Classroom Model	1 per 5 teaching stations In addition to those used for special instructional purposes (e.g. Foreign Language)	1 per 3 teaching stations	1 per 5 teaching stations In addition to those used for special instructional purposes (e.g. Foreign Language)	1 per 2 teaching stations

EQUIPMENT	ELEMENTARY SCHOOLS (K-6)		SECONDARY SCHOOLS (Jr. & Senior High Schools)	
	PHASE I	PHASE II	PHASE I	PHASE II
13. HIGH FIDELITY STEREO SYSTEM (For use with either discs or tapes)			1 per music dept. Plus additional circuits and speakers at each music station.	1 per music dept.
14. HEADPHONES (Multiple headphones and connections for listening center.)	1 per listening center with 8-12 headphones per 1 teaching station	1 per listening center with 8-16 headphones per 1 teaching station	1 per listening center with 8-12 headphones per 8 teaching stations	1 per listening center with 8-16 headphones per 4 teaching stations
	In addition to those used for special instructional purposes (e.g. Foreign Language).			
15. RADIO a. AM-FM, 6' speaker b. Battery Powered Radio	1 per classroom where instructional use is justified. 1 per principal's office		1 per classroom where instructional use is justified. 1 per principal's office	
16. TELEVISION RECEIVERS (On mobile stands)	1 per teaching station where programs are available	1 per 15 viewers where programs are available. Where use justifies, permanent installation is desired.	1 per department where programs are available.	1 per 15 viewers where programs are available. Permanent fixed installation is desired.
	Closed circuit TV: All new construction should include provision for installation of Closed Circuit TV at each teaching station.			
17. VIDEO TAPE RECORDERS AND RELATED EQUIPMENT	2 per school district	1 per school	2 per school district	1 per 30 teaching stations
	Video tape is now used routinely to reproduce both commercial and educational telecasts. Schools will make increasing use of video tapes for improving teaching and learning. The state of this field is so dynamic that standards are rapidly changing.			
18. PUBLIC ADDRESS SYSTEMS	a. 1 system per school b. 2 mikes, 2 floor stands, 2 table stands	a. 1 system per school b. Cordless mikes and adequate equipment for panels and symposia	a. 1 system per school b. 1 mike and stand for each channel in the system c. Permanent installation for each large assembly area (e.g., Auditorium, Stadium, Gymnasium, etc.) plus 1 portable reserve unit.	a. 2 systems per school b. Cordless mikes and adequate equipment for panels and symposia

EQUIPMENT	ELEMENTARY SCHOOLS (K-6)		SECONDARY SCHOOLS (Jr. & Senior High Schools)	
	PHASE I	PHASE II	PHASE I	PHASE II
19. MISCELLANEOUS P.A. ACCESSORIES				
a. Lavalier type mike	1 per school	a. 2 per school	a. 1 per 30 teaching stations	a. 1 per 15 teaching stations
b. Power Megaphones Portable		b. 1 per school	b. 2 per school	b. 3 per school
20. MICROPROJECTORS	1 per school	2 per school	1 per science department	1 per science classroom
21. MICROFILM READERS		1 per school library in addition to readers in school office for student records, etc.	1 per school library with print out	1 per school library with print out; 2 other readers
			In addition to readers in school office for student records, etc.	
22. COPY MACHINES	1 per school and 1 per school library	2 per school and 1 per school library	1 per department plus 1 per school office and 1 per school library	1 per department plus 2 per school office and 2 per school library
23. EQUIPMENT FOR SPECIAL INSTRUCTIONAL PURPOSES				
Equipment will need to be provided for specialized programs in specific subject areas such as remedial or speed reading; foreign language; business education; industrial arts; driver education; etc. Quantitative standards should be established by local districts for these specialized needs, including such items as speed readers, tachistoscopic devices, electronic laboratories in language, etc.				

EQUIPMENT	ELEMENTARY SCHOOLS (K-6)		SECONDARY SCHOOLS (Jr. & Senior High Schools)	
	PHASE I	PHASE II	PHASE I	PHASE II
24. EQUIPMENT FOR LOCAL PRODUCTION	Dry Mount Press & tacking iron Paper Cutter Transparency Production Equipment Spirit Duplicator Primary Typewriter Polaroid Camera 35mm camera and accessories as needed Film Rewind Film Splicer (8-16mm) Tape Splicer	**Add to Basic Lists:** 8mm camera Second type transparency maker Mechanical Lettering Copy camera and stand	Dry Mount Press & tacking iron Paper Cutter Transparency Production Equipment Spirit Duplicator Primary Typewriter Polaroid Camera 35mm camera and accessories as needed Film Rewind Film Splicer (8-16mm) Tape Splicer 16mm camera Rapid Process camera Equipped darkroom Copy camera & stand Light box	**Add to Basic Lists** Slide Reproducer Second type transparency production equipment Mechanical Lettering 8mm Camera

The above items will be needed only to the extent to which a school produces its own instructional materials.

GLOSSARY OF TERMS

Definitions of terms listed below cited from original published sources are marked with asterisks:

*Brown, James W., Richard B. Lewis, and Fred F. Harcleroad. A-V Instruction Materials and Methods. Second edition. New York: McGraw-Hill, 1964

**Ely, Donald P. (ed.). "The Changing Role of the Audio-visual Process in Education: A Definition and a Glossary of Related Terms," Special Supplement No. 6, Audio-Visual Comunication Review, Vol. XI (January-February, 1963).

Audio-materials. Instructional materials that use listening as the primary process of communication. In this category are phonograph records, recorded tapes, sound tracks from motion pictures, sound from television, and other reproduced sounds.*

Audio-visual. A generic term referring to experiences, equipment, and materials used for comunication in instruction. Implies techniques based upon practices utilized in education and training.*

Audio-Visual Coordinator and/or Director. A professionally trained and credentialed person whose major responsibility is administering the school, district, or county audio-visual program.

Audio-Visual Library. A facility controlled by an educational agency used for the collection, custody, cataloging, maintenance, and distribution of audio-visual materials for education.

Buzz board. A generic term applied to numerous devices created to test, drill, or demonstrate. A buzz board usually features an electrical circuit which activates a buzzer, bell, or light when appropriate contacts or switches are manipulated in response to questions or pictorial materials displayed on the board.*

Carrel. A student study station. Unitized desk, table, or booth facilities designed to facilitate effective study by students; may include electronic or optical devices for display of information - controlled either by the student or by outside programming sources - teaching machines, and audio transmission and reception facilities.*

Cartridge (or magazine). A container for film, tape, slides, or filmstrips, usually embodying a transport mechanism to convey the content-carrying medium to or through the projector or playing device. The cartridge may serve also as a storage container for the audio or visual medium. Some cartridges for film and tape contain endless loops; others operate on two spindles or by reel-to-reel transfer of the medium contained.**

Cataloging. Cataloging is the interpretation of the contents of a book, film, filmstrip, or other library resource, for use by students and teachers. Cataloging includes the assigning of subjects to the contents and a classification number so that the book or other resource may be easily located. Cataloging is a professional responsibility. Processing of materials is performed by a clerical staff.

Classroom Collection. Groups of library books and other materials more or less permanently housed in individual classrooms, as opposed to a school library or centralized library materials collection.

Closed-circuit television. A television system which limits distribution of an image to those receivers which are directly connected to the program initiation point by coaxial cable or microwave link.**

Community resources. In education, any materials, agencies, activities, or persons in a community that may be utilized by a school program to provide learning experiences.*

Contract Services. Library and/or audio-visual services provided to schools on a contract basis from a library maintained by the office of the County Superintendent of Schools or a public library.

Cross-media approach. Methodology based on the principle that a variety of audio-visual media and experiences correlated with other instructional materials overlap and reinforce the value of each other. Some of the material may be used to motivate interest; others, to communicate basic facts; still others, to clear up misconceptions and deepen understanding. Same as multimedia approach.**

Director of Instructional Materials. The administrator responsible for an integrated library and audio-visual department. The Director of Instructional Materials has professional training and experience in the administration of all instructional media.

District Library Center. A centralized collection of library books from which individual teachers check out library books for the classroom, or schools check out books for depository libraries.

District Provided Services. Library and/or audio-visual services provided by a district which maintains its own library program, as opposed to contracting for library services from another agency.

Dry-mount. A picture mounted by use of a thermal-seal process.**

Electric boards. See Buzz boards.

Electronic learning laboratory. Basically, a series of records and/or projectors controlled from a console from which intercommunication between student and instructor can be controlled. However, developments in such laboratories point to configurations that will permit a variety of instructional procedures, either guided by an instructor or operated by taped or otherwise pre-recorded programmed sequences. Also the term "electronic learning laboratories" (in contrast to "language laboratories") implies instructional applications in a wide variety of subject fields such as reading, writing, literature, music, mathematics, and shorthand.

Exhibit. A display of materials (flat or three-dimensional) or real things designed to communicate ideas, information, and feelings.*

Filmstrip, silent. A 35mm film containing a sequence of still pictures, usually carrying printed captions which, together with the pictures, convey the ideas to be communicated.*

Filmstrip, sound. A filmstrip that is normally to be accompanied by a phonograph or tape recording carrying the audio material essential for complete understanding or enjoyment of the visual presentation.*

High fidelity stereo. See stereophonic.

Instructional Materials Center. A center which offers all of those services often provided in separately administered units. An instructional materials center may provide all or part of the following services: printed materials, audio-visual materials, television, textbook processing and storage, duplicating, photographic, graphic, language and/or listening laboratory, and similar services as required.

Keystone effect. An out-of-square image on a projection screen, resulting when the plane of the screen and the plane of the projected material are not parallel to each other.*

Language Laboratory. See electronic learning laboratory.

Librarian. A person who holds a valid California credential in school librarianship, and who is employed by a school district and assigned to serve as a school librarian.

Library. (Information center, audio-visual center, instructional materials center, resource materials center.) A function whose responsibility it is to collect and acquire information systematically, classify it, store it, and upon demand, retrieve it, and to assist in adapting information to the use to be made of it.

Library Clerk. A person who does not hold a valid California teaching credential and who is employed by a school district and assigned to work in a school library.

Library, professional. A library equipped with literature, references, and materials of particular value to a teaching staff.*

Library Technician. A library employee having responsibilities between those of a clerical employee and a professional librarian. The library technician usually has some undergraduate training with no professional training in librarianship or teacher education.

Light control. A term used by architects to identify methods of regulating light from sources outside a room. In audio-visual terminology, light control, in addition, includes the features by which rooms are darkened for projection. For clarification, it is recommended that both terms "light control" and "room darkening" be used.*

Magnetic board. A metal sheet, sometimes treated with paint or enamel, to which objects may be attached by the use of magnets. The board surface sometimes is made to accept crayons or chalk for drawing, as a chalkboard.*

Microfilm. Film upon which, by photographic processes, printed and other materials are reproduced. The minute images on the film are observed through a special magnifying viewer or by projection.*

Microfilm reader. Apparatus with a built-in screen or viewing glass arranged to magnify microfilm so that it can be read comfortably at eye distance and without out the use of hand magnifying glasses.**

Microphone. A device for converting audible sound into electric current.*

Microprojector. A device which combines the features of a microscope and a projector so that minute materials may be viewed on a screen by a large group.*

Mike. See Microphone.

Mock-up. An arrangement of a real device, or associated devices, displayed in such a way that representation of reality is created. The mock-up may be simplified in order to emphasize certain features. It may be used as an economical reproduction of a complicated or costly device to be operated or observed for learning purposes. Usually a prepared substitute for a real thing; sometimes a giant enlargement.*

Model. A reproduction of a real thing in a small scale, or large scale, or exact size - but made of synthetic materials. A substitute for a real thing which may or may not be operational.*

Multi-media approach. See Cross-media approach.

Multi-media kit. A group of instructional materials in different media covering a specific topic, packaged and used as a unit.

Opaque projector. A projector which can project small non-transparent images such as maps, pictures, or printed pages onto a screen as enlargements.**

Overhead projector. A device which throws a highly illuminated image on the screen by reflection from a mirror; it is placed in front of the audience and may be used in a semi-darkened or completely lighted room; and utilizes 3½"x4", 7"x7", 10"x10" transparencies and specially prepared objects which may be produced and presented in a variety of ways.**

Page. A library employee assigned such duties as shelving, and circulation. Pages are often students who work on a part-time basis.

Para-Professional. See Library Technician.

Processing. Processing is the physical preparation of materials for use by providing pockets, book cards, date due slips, property stamping, and applying classification numbers to each volume or other item. Audio-visual materials are also processed. Processing is performed by clerical help from instructions provided by qualified professional personnel.

Program. A sequence of carefully constructed items leading the student to mastery of a subject with minimal error.**

Programmed instruction. (sometimes spelled programed). Utilization of programmed materials to achieve educational objectives. Synonyms; autoinstruction, automated teaching, programmed self-instruction.*

Public-address system. Often abbreviated "P.A." An audio system for amplifying sounds of speech or music, usually composed of one or more microphones, an amplifier, and one or more loudspeakers. Some amplifiers are capable of accepting and amplifying music from tape recorders, phonographs, or radios.*

Radio, A.M. Radio transmission on wavelengths between 550 and 1,000 kilocycles. AM stands for "amplitude modulation," a procedure for transmission of radio signals usually used on the bands mentioned. Most widely used radio broadcast system in the United States.*

Radio, F.M. Radio broadcasting on bands from 88 to 108 megacycles, using a particular kind of propagation and transmission of radio signals. FM stands for "frequency modulation". FM is characterized by high quality, noise free transmission. Television sound also is broadcast by FM transmission.*

Recorder, video-tape. A device to record both the audio and video signals of a television production on a special magnetic tape which can be played back to reproduce the entire program.**

Realia. A term often used to represent any real materials employed in instruction, such as rocks, flora, and artifacts.*

Splice. Joining two pieces of motion-picture film or recording tape. Film splicing is accomplished by welding the film ends together in a special machine, and with special cement, to ensure accurate joining. A special splicing tape is used to join pieces of recording tape.*

Splicer. A device to align and hold film during the process of splicing.*

Stereophonic. In effect, "three-dimensional" sound. Sound from a reproducer designed to give the illusion of hearing a live performance.*

Stereoscope. A device designed to give the illusion of seeing pictures in three dimensions. Very popular in past generations. Currently, three-dimensional viewers are available for color film in devices produced under brand names such as View-master or Tru-Vue.*

Systems approach (or design). In education, an integrated, programmed complex of instructional media and machinery whose components are structured by the teaching staff into a single unit with a schedule of time and sequential phasing; the purpose of a system design is to ensure orderly availability of necessary elements to fulfill the goals which have been established for instruction.**

Tape, video. A tape used in the process of recording picture and sound from television programs by a magnetic process similar to sound recording on tape.

Tachistoscope. A flash meter; especially a trade name used by one manufacturer.*

Teaching Machine. A device for presenting a program (see "program").**

Teaching station. Term used to designate a place wherever a teacher meets a class. Usually used in establishing ratios.

Transparency. Transparent materials for projection, generally of a size larger than 2 by 2 inch or 3¼ by 4 inch slides. Transparencies today are usually 7 by 7 inches or 10 by 10 inches in working-area dimensions.*

Video tape recorder. See Recorder, video tape.

Volunteer worker. Any unpaid worker, other than a student library assistant, such as a member of the Parent-Teacher organization.

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